DOCUMENT RESUME

ED 196 815 SP 015 530

TITLE Basic Training Course in Systematic Curriculum Development. Information Brochure.
INSTITUTION German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
SPONS AGENCY African Curriculum Organisation.
PUB DATE 79
NOTE 22p.; For related documents, see SP 015 528, SP 015 531, SP 015 534, and SP 015 539.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Correspondence Study; *Course Descriptions; *Curriculum Development; *Curriculum Study Centers; *Developing Nations; Graduate Study; Higher Education; *International Educational Exchange; International Organizations; *Program Implementation
IDENTIFIERS *Africa

ABSTRACT

This manual provides background information, program organization descriptions, and guidelines for preparing and reporting projects undertaken by students enrolled for the postgraduate diploma in curriculum development at the University of Nairobi, under the direction of the African Curriculum Organization (ACO). The ACO was established in 1976 by African ministers of education to stimulate and strengthen research and evaluation in curriculum development in African countries, and to promote effective cooperation among curriculum centers. The major objectives of the training course are: (1) to train participants in techniques of curriculum development, implementation, and evaluation; (2) to develop in participants an awareness of the relationship between education and social change; and (3) to inculcate in participants the habit of self-development through continuous self-education. The course is in three phases, each lasting three months: correspondence study, residential coursework in Nairobi, and field work. The course outline is given, including entry requirements, course structure and content, and examination regulations. Staffing and administration requirements are reviewed. (FG)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED1968115

# AFRICAN CURRICULUM ORGANISATION (ACO)

## BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

# INFORMATION BROCHURE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peter Sachsenmeier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ORGANIZED AND RUN ON BEHALF OF ACO
BY
KENYA INSTITUTE OF EDUCATION (KIE)
THE UNIVERSITY OF NAIROBI
AND
THE GERMAN AGENCY FOR TECHNICAL CO-OPERATION (GTZ)

SP 015530

CONTENTS

1. BACKGROUND

1.1 A. C. O.

1.2 IMPLEMENTING AGENCIES

G. T. Z.

K. I. E.

UNIVERSITY OF NAIROBI

2.3 OTHER COOPERATING AGENCIES

D. S. E.

UNESCO

1.4 RATIONALE FOR TRAINING COURSE

2. UNIVERSITY OF NAIROBI

POSTGRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

3. DIRECTION FOR THE SUPERVISION OF STUDENTS AT THEIR HOME CENTRES

## 1. BACKGROUND INFORMATION

### 1.1 The African Curriculum Organization (ACO)

ACO is an association of nationally recognized curriculum centres in Africa. The formation of such an association was discussed at the UNESCO sponsored Seminar in Advanced Training in Systematic Curriculum Development and Evaluation held in Achimota, Ghana in July/August, 1975 and attended by many experts and personnel from various curriculum centres in Africa as well as institutions from all over the world.

The Achimota Seminar proposed that an African Curriculum Organization be formed and set up a committee to work out the details. This proposal was presented to the African Governments who in turn presented it to the African Ministers of Education Conference which took place in Lagos in January/ February 1976. The conference approved both the proposal and a draft constitution for ACO (see Resolution 15 of MINEDAF) and thus officially launched the formation of ACO.

#### 1.1.1 The Purpose and Funactions of ACO

The purpose of ACO is to stimulate and strengthen the work of Curriculum Development, research and evaluation in African countries and to promote effective co-operation among curriculum centres. ACO aims to realise this purpose through the following activities:

(a) assisting member countries to create national centres for curriculum development where they do not exist and strengthening existing ones

(b) establishing a network of communications among curriculum centres with ACO serving as a clearing house for exchange of information on selected aspects of curriculum development in Africa through conferences, workshops, publications etc.

(c) organizing and/or sponsoring joint training programmes, workshops, seminars and regular meetings of curriculum specialists.

(d) promoting production and exchange of curriculum materials among curriculum centres.

(e) encouraging and promoting joint curriculum research programmes as well as the exchange of research information.

(f) setting up task forces to carry out specific projects in curriculum development and research.

(g) providing opportunities for the exchange of curriculum specialists and personnel between centres.

(h) developing a Directory of Personnel for consultancy work.

(i) establishing a working relationship with similar organisations in various parts of the world.

(j) carrying out such functions as the Representative Council may determine from time to time.

1.1.2 Activities of ACO

Since its inception in 1976 ACO has engaged in the following types of activities.

(a) Intensive short courses on aspects of curriculum development. Three such courses have been organized to date:- Ibadan (1976), Dar-es-Salaam (1977). Banjul (1978).*

(b) Study tours for leaders of African Curriculum Centres.

(c) Training programmes in Educational Evaluation at the University of Ibadan (Nigeria) and Science Teacher Education at Njala University College (Sierra-Leone).

(d) Research **

(e) Clearing House function at the organization's secretariat at the University of Ibadan, Nigeria.

(f) Publication of books and other educational materials.

## 1.2 IMPLEMENTING AGENCIES

### 1.2.1 Kenya Institute of Education

K.I.E. is a founder member of ACO and has since 1976 played an active role in the activities of ACO. With the decision to mount a course in basic training in systematic curriculum development, ACO identified K.I.E. as an institution that could provide both the facilities and expertise for such a course, for the following reasons:

(a) K.I.E. is one of the oldest and largest of the African Curriculum Centres.

(b) K.I.E. has developed an infrastructure in terms of personnel and physical facilities which was considered ideal for running of the course.

(c) K.I.E. has over the years developed a wide range of curriculum development projects which could form a basis for practical work for the participants during the residential phase.

Although K.I.E. is the implementing agency for the training course on behalf of ACO, the course is to be funded jointly by the Government of the Federal Republic of Germany and the Kenya Government.

This necessitated an agreement between the two governments. K.I.E. was therefore charged with the responsibility of arranging for such an agreement. This agreement was signed in June, 1978.

---

** A preparatory meeting for a joint German-African educational conference was held in Nairobi in February 1979. It is hoped that the main conference will be held in Mauritius in 1980.

1.2.2 The University of Nairobi

ACO realizes that basic training in curriculum development is crucial in the improvement of quality of education. The people selected to participate in the course should be some of the best from the centres and those likely to benefit most from the course. It is considered that to attract such people it will be necessary to award a certificate, preferably a post graduate diploma.

The University of Nairobi has therefore agreed to award the diploma. A post graduate diploma in Curriculum Development has been considered suitable initially because it will have advantage both for the participants and the employer. With such a diploma participants stand a better chance of promotion as well as access to more advanced courses.

In response to the identified need, the University has agreed to mount a Post graduate diploma in Curriculum Development through its Department of Educational Administration, Planning and Curriculum Development.

The University will therefore be closely involved in all aspects of the course including:

(a) designing of the syllabus
(b) selection of staff
(c) selection of participants
(d) teaching and evaluation of the course
(e) representation on the implementation committee

1.2.3 Deutsch Gesellschaft fuer Technische Zusammenarbeit - GTZ (German Agency for Technical Cooperation)

As a consequence of the fruitful cooperation in Africa with the German Foundation for International Development (DSE) in educational exchange, ACO requested the Government of the Federal Republic of Germany to cooperate in the implementation of the Basic Training Course in Systematic Curriculum Development.

After intensive talks with ACO representatives, mainly during their meeting in Bonn, in September 1977, the Government of the Federal Republic of Germany offered a contribution to the course to be executed in Nairobi by a bilateral agreement with the Government of Kenya.

This agreement was worked out and finally signed in June, 1978. The Government of the Federal Republic of Germany charged the German Agency for Technical Cooperation (GTZ) with the implementation of its contributions.

The GTZ's project implementation activities encompass contributions to:

(a) project planning,
(b) procurement of materials and equipment
(c) administration of funds
(d) seconding of personnel for professional counselling
(e) regular reviewing and reporting on status and results of project
(f) final accounts and report.

Thus, GTZ expects to continue and complement the fruitful tradition of African - German cooperation already established by applying world-wide experiences in the development of various fields of education.

## 1.3 OTHER COOPERATING AGENCIES

### 1.3.1 German Foundation for International Development (DSE)

The German Foundation for International Development (DSE) and especially its Education and Science Division has been associated with Curriculum development and evaluation in Africa ever since the Ghana Regional Seminar in August,1975.

DSE has been cooperating actively with the ACO and its member institutions in a variety of ways ranging from joint seminars and study tours to intensive training courses on specific aspects of curriculum development as well as the provision of scholarships to staff members of curriculum centres and persons associated with the curriculum centres.

During some of these joint activities the concept of a correspondence course for curriculum workers was discussed and initially elaborated. DSE acted as a sort of catalyst between ACO and official German technical assistance agencies in order to bring the project off. Since ACO-DSE activities still continue, and complement the present course, DSE takes a continued interest and hopes to be of help also in this particular training activity.

1.3.2 UNESCO

One of UNESCO's policies is co-operation with member states in programme of educational development including qualitative reforms in education.

In accordance with this policy UNESCO (the Division of Structures, Content Methods and Materials, and the UNESCO Regional Office for Education (BREDA) in Darkar sponsored a seminar in advanced training in Systematic Curriculum Development in Achimota, Ghana in July/August 1975. As stated in an earlier section, it was this seminar which among other things recommended the formation of ACO.

UNESCO has since continued to play an active role in the activities of ACO in a co-operative effort through seminars, workshops and in training educational personnel for curriculum development.

## 1.4 Rationale for the Training Course

One of the major objectives of ACO is to strengthen the staff of existing curriculum centres in Africa. An attempt has already been made to realize this objective by running short intensive courses with the help of the German Foundation for International Development (DSE). These course have aimed at equiping employees and associates of African Curriculum Centres with the basic skills necessary for the performance of their work. Such courses have however only acted as stop-gap measures, for they can neither fully satisfy the needs of curriculum centres nor get at all the people at such centres who require urgent training in all aspects of curriculum development.

A survey by Dr. R.H. Dave of the International Institute of Educational Planning (IIEP), Paris (1976) provided the first stock taking of the manpower situation in Anglophone African curriculum centres. A further investigation by the ACO Secretariat (1978) brought forth further evidence of the urgency of the need to train as many curriculum workers in as short a time as possible.

The course is also a response to the call by African governments for urgent qualitative improvement of Education. One important way of promoting qualitative improvement is adequate training of curriculum personnel.

The major objectives of the programme are as follows:

(a) To train participants in techniques of curriculum development, implementation, and evaluation.
(b) To develop in participants an awareness of the relationship between education and social change.
(c) To inculcate in participants the habit of self-development throug continous self-education, with particular referen to their work as curriculum developers.

A mixture of residential and correspondence distance teaching approaches has to be adopted because of the large number of persons to be reached as well as for the following equally important reasons:

(a) the need to cause minimum disruption to the work of curriculum centres
(b) the need to make the course as practical and as relevant to the work of curriculum centres as possible
(c) the need to inculcate habits of self-improvement by means of learning linked with work.

2. PROGRAMME ORGANIZATION

2.1 The course will be in three phases (I. Correspondence, II. Residential, III. Field-work) each lasting normally three months.

2.1.1 The main aims of the correspondence phase is the basic training course would be:

(a) To give the participants the necessary background knowledge on basic elements in curriculum development
(b) To help the participants adequately prepare for the residential course well beforehand
(c) To provide the participants with the necessary course materials, reports, articles and excerpts from books to cover the set reading, recommended reading and further reading in the course.
(d) To provide the participants with organized and systematic self-assessment exercises, written inquiry projects, project work, etc. Course materials will be in various forms (e.g. study guides, selected reading materials and assignments).

Local supervisors will be appointed to counsel participants. Completed exercises and assignments will be sent to the Course Team at K.I.E.

2.1.2 Phase II: Residential

The objective of this part of the course will be to provide the participants with:

(a) a thorough understanding of the general principles of curriculum development and evaluation

(b) skills necessary for curriculum development in specific subject areas.

As much as possible teaching during this phase will take into account the specific needs of individual participants. Therefore, in addition to formal lectures participants will be involved in the following forms of activities

- Large Group Work (demonstration by team members and participants, oral and written reports, use of media, simulation games, etc.)
- Small Group Work (debates, discussions, role-playing, supervised self study, etc.)
- Individual Work (learning-how-to learn skills supervised self study, etc.)
- acquisition of research skills
- practical involvement in on-going curriculum development projects of KIE.

2.1.3 Phase III: Field Work

(a) The objective of this part of the training will be to enable the participants to put into practice in a real situation what they will have learned during the first two phases. This will take the form of practical projects leading to the writing of a report.

(b) Participants are requested to think of possible projects right from the on-set of the course, where possible after consultation with their respective curriculum centres.

(c) Local supervisors will be appointed to guide participants during this period but the grading of projects will be done by the Couse Team at K.I.E.

A detailed guideline on the preparation and reporting of projects will be prepared for the benefit of participants.

2. UNIVERSITY OF NAIROBI

FACULTY OF EDUCATION

DEPT. OF EDUCATIONAL ADMINISTRATION

PLANNING & CURRICULUM DEVELOPMENT

POSTGRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT*

2.1 INTRODUCTION

A need has been indentified for basic training for people who are working in curriculum development centres and other related institutions. The Department of Educational Administration, Planning and Curriculum Development has decided to mount a postgraduate Diploma in Curriculum Development to respond to such a need.

The postgraduate Diploma in Curriculum Development is designed to provide basic training for high level personnel who are or who plan to be concerned with curriculum development, implementation and evaluation in curriculum development centres or other educational institutions with similar functions. The major objectives of the programme are as follows:

(a) To train candidates in techniques of curriculum development, implementation and evaluation

(b) To develop in candidates an awareness of the relationship between education and social change

(c) To inculcate in candidates the habit of self-development through continuous self-education, with particular reference to their work as curriculum developers.

2.2 A. ENTRY REQUIREMENTS

1. The course is open to holders of at least a good first degree of the University of Nairobi

2. The course is open to holders of at least a good first degree or its equivalent from a recognized University

*The Postgraduate Diploma in Curriculum Development is to be awarded on behalf of ACO under the auspices of the relevant department of the University of Nairobi.

2.3 B. COURSE REQUIREMENTS

The programme consists of courses and project work conducted in three phases over a period of nine months.

Phase I Correspondence at candidate's home institution
Phase II Residential Tuition at the University of Nairobi
Phase III Project Work

2.4 C. COURSE STRUCTURE

Phase I - Correspondence Course (Total 120 hrs)

This phase consists of three compulsory courses:

1. General Background to Curriculum Development in Africa
2. Introduction to methods and processes of Curriculum Development and Evaluation
3. Instructional Media I

Phase II - Residential (Total 280 hrs)

The second phase consists of the following six courses: Courses 4, 5 and 6 are compulsory. Candidates should in addition select any of courses 7, 8 and 9.

4. Advanced Curriculum Development: Theory and Practice
5. Curriculum Implementation
6. Curriculum Development in Subject Areas
7. Education and Development
8. Research and Evaluation Techniques
9. Instructional Media II.

The selection of the optional courses will be done in consultation with and approval of the Department.

Phase III - Project Work (Total 12½ hrs)

This phase consists of a practical project and a report carried out in the candidate's home University or approved institution. It is equivalent to 3 courses.

2.5 D. EXAMINATION REGULATIONS

1. Weighting of Courses

   All courses carry the same weight.

2. Continuous Coursework and Project Work

   (a) Continuous Coursework shall be assessed on the basis of assignments essays, practical exercises and progress tests.

(b) Candidates will be required to satisfy the Board of Examination in the project work.

3. Written Examinations

There will be 3-hour written examinations for each of the four courses offered in the second phase of the programme.

4. Progress through the Course

Candidates will be required to pass in each phase to proceed to the next one.

The pass mark for each course will be 50%

5. Percentage of Course Work Assessment in Relation to the whole examination

Continuous course work assessment shall account for 40% of the total examination marks.

6. Classification of the Final Award

The final award of the diploma, based on the average marks obtained in the whole examination will be graded as follows:

(a) Pass with Distinction - 75% and above
(b) Pass with Credit - 65% - 74%
(c) Ordinary Pass - 50% - 64%

2.6 E. DETAILS OF COURSE CONTENT

2.6.1 Phase I - Correspondence

The main aims of this phase of the course are:
To give candidates the necessary background knowledge on basic elements in curriculum development;
to help the candidates adequately prepare for the residential course well beforehand;
to provide the candidates with the necessary course materials, reports, articles and excerpts from books to cover the set reading, recommended reading and further reading in course, and
to provide the candidates with organized and systematic self-learning activities which include self-assessment exercises, written inquiry projects and project work;

1. General background to Curriculum Development in Africa

Topics in this section will include the following:

- Conceptual framework for curriculum development
- Relating Curriculum to national development

Here focus will be on the African Scene, with emphasis on the following:

Reports of UNESCO Ministers of Education Conferences;
Reports of national conferences commissions and programmes in curriculum development; and
Reports of intra-African Curriculum Development programmes e.g. Science Education Programme for Africa (SEPA) and African Social Studies Programme (ASSP).

2. Introduction to methods and processes of Curriculum Development and Evaluation

Topics in this section will include the following:

- Educational Planning - translation of national goals into educational programmes.
- Determination and formulation of educational objectives
- Meaning and definitions of terms and concepts commonly used in curriculum development.
- Determination of learning needs and how to meet them.
- Introduction to a variety of curriculum structures.

3. Instructional Media I

Topics in this section will include the following:

- Concept of communication
- Definition of terms, educational technology, programmed instruction, multimedia packages and soft-ware and hardware.
- The historical context of instructional media both local and imported.
- Factors influencing the selection and use of instructional media.

2.6.2 Phase II - Residential

The objective of this part of the course is to provide the candidates with a thorough understanding of the general principles of curriculum development, implementation, and evaluation; and skills necessary for curriculum development in specific subject areas.

4. Advanced Curriculum Development - Theory and Practice

Topics in this section will include the following:

- Selection of content to meet national goals of education.
- Development of Multi-media Curriculum materials e.g. guides, syllabuses, pupils' books, teachers' books, scripts, tapes, slides, films, audio visual aids etc.
- Principles and procedures for curriculum evaluation.

5. Curriculum Implementation

Topics in this section will include the following:

- Dynamics of Curriculum change and the role of curriculum planners and implementors in the process of change.
- components of teacher education.
- organisation of effective in-service teacher education
- support facilities for classroom teacher personnel and resources.
- preparation of support personnel.

6. Curriculum development in subject areas

Candidates will be required to specialize in one or subject area from among the following:

(a) Science including Mathematics
(b) Physical and Health Education
(c) Social Studies
(d) Religious and Moral Education
(e) Languages/Communication
(f) Vocational/Technical Education including Home Economics
(h) Environmental Education

7. Education and Development

Topics in this section will include the following:

- Political ideology
- Relationship between education and economic/social/political development or a country.
- Educational elements that could be included in programmes to lead to economic/social/political development
- National goals of education and how they are reflected at various levels of curriculum planning.

8. Research and Evaluation Techniques

Topics in this section will include the following:

- Functional definition of terms in research and evaluation
- Role and goal of research and evaluation
- Principles and Procedures of research and evaluation
- Research designs
- Research and Evaluation Instruments
- Interpretation and use of research and evaluation data.
- Procedures for evaluating on-going programmes.

9. Instructional Media II

Topics in this section will include the following:

- Concept and applications of a systems approach
- Mass media in education
- Development of an Educational Resources Centre.
- Innovations in media technology.

2.6.3 Phase III - Field Work

The objective of this part of the course is to enable the candidates to put into practice in a real situation, the knowledge and skills they will have acquired during the first two phases.

Candidates will be required to carry out research and submit a report on one project approved by the Department.

The following are some of the titles of projects which may be undertaken:

- Development of Course Content

  Each candidate could choose a topic within his/her area of specialization and attempt to develop a course content in line with his country's current developments.

- Development sample instructional materials in a given area: developments in the candidate's country of origin

- Select a theme from one area and undertake the development of content materials. In other words attempt to develop content for the units of the theme.

- Operationalization of the national objectives into education objectives. Candidates will be required to attempt a reduction of the normally broad and global national objectives to more specific educational objectives.

- An Evaluation of a segment of curriculum

  This could be a formative evaluation of materials being produced or a summative evaluation of a recently developed or an old curriculum.

## 3. STAFFING AND ADMINISTRATION

### 3.1 IMPLEMENTATION COMMITTEE

3.1.1 There shall be a Project Implementation Committee (Governing Board) comprising nine members as follows:

2 from Kenya Institute of Education
2 from University of Nairobi
2 from African Curriculum Organization
2 from German Agency for Technical Co-operation
1 from UNESCO/BREDA

5.1.2 The terms of reference of the Governing Board shall be as follows:

(a) advise on the budget for the programme
(b) approve the overall programme
(c) make recommendations regarding appointment and working conditions of staff
(d) establish and review criteria for selection and nature of staff to be appointed
(e) serve as the final appellant body in the resolution of disputes on professional and academic aspects of the programme and make recommendations to the competent bodies in the case of other forms of dispute and conflicts.
(f) recommend to the University the candidates selected for admission to the course and recommend students for the award of certificates
(g) take decisions regarding short and long term policy for the programme with the financial and other implications
(h) request an evaluation at the end of the project
(i) meet at least once a year
(j) perform any such other functions and make decision on such matters as it may deem appropriate for the improvement of the programme.

5.1.3 The Chairman of ACO shall be the chairman of the Project Implementing Committee and the Director of KIE shall be the Secretary.

5.2.1 THE ADVISORY COMMITTEE

For the on going activities and execution of the Project there shall be an Advisory Committee appointed by the National Programme Director.

5.2.2 The terms of reference of the Advisory Committee shall be the following:

(a) To approve the plan of action of the Project
(b) To deliberate on matters submitted before it by the Directors of the Programme
(c) To meet at least once every three months
(d) To carry out periodic reviews of the project.

5.2.3 The minutes of the deliberations of the Advisory Committee shall be submitted to ACO and GTZ through its local representatives. The reactions (if any) of ACO and GTZ shall be made known to the Advisory Committee.

4. Directions for the Supervision of Students at their Home Centres

It is necessary to ensure that during phase I and III of the programme when correspondence tuition is in operation, candidates have adequate time for studies as well as appropriate professional support and guidance. For these reasons the centres shall do the following:

(a) Provide, in consultation with the University, a study supervisor, and specific project supervisors who have relevant expertise for the candidates.
The supervisors should ensure that the studies are carried out according to the guidelines.

(b) Provide specific time during normal working hours for study by the candidates as follows:
(i) at least 3 hours a day during phase I and
(ii) at least 2 hours a week during phase II

(c) Maintain a good library and ensure in consultation with the course team at K.I.E. that all required books and materials are available in the Library

(d) Ensure that the participants have first priority in access to the body of materials for the course.

Local supervisors may, if necessary, re-arrange the distribution of this time but the total time allowed should average the above specifications.